Citizen Advisory Committee Meeting
October 25, 2021
6:00 p.m.

Meeting called to order at approximately 6:05 pm.

Tia (CAC Chair) spoke briefly regarding the chair/vice chair and secretary ensuring meeting coverage both in-person and online.

Minutes from September 2021 meeting approved.

1. <u>CAC Meeting Norms</u>

Tia spoke regarding CAC meeting norms, stating that the CAC operates as a team. The CAC should establish group norms for a safe and inclusive environment for anyone in the community – committee member, parent, or any other member of the community.

The CAC works in support of the BOE. Under their authority, the CAC has been given ideas to study and work in support of the BOE. The CAC should keep everyone within the norms to make sure we can function effectively.

Norms:

a) Ensure that we build a safe space for everyone.
b) Be an active participant, in the meetings and outside in the community. Talk to neighbors, anyone in the community.
c) Be an active listener. Hear the other person out. Everyone has a voice in the room and online. We as the CAC want to hear everyone's perspective.
d) Be respectful of all thoughts and ideas.
e) Be inclusive of all team members, whether in the room or online.

f) Parking lot. If we get on a topic and can't get off but need to move on, we put that idea in the parking lot and come back to it at the end of the meeting or make it the first order of business at the next meeting.
g) The CAC should have data-driven information on which to generate its reports. If a CAC member is speaking about something, that person should back up what s/he is saying with data so it's not all based on feelings. It is good to have fact-based research too. We can go back to it and get the information/ research to back it up.

   Note that we want to have data, but people come with emotion and personal stories, so we want to capture experiences as well. (So, yes, and…)

   The CAC will appropriately characterize thoughts/ideas as personal experiences versus data/research in support of recommendations in report.

Motion/second. Unanimous consent of CAC participants for the meeting norms.

2. <u>System Data Overview</u>

Dr. Johnson, Assistant Superintendent of Instruction, provided a sampling of trend data, spanning 4-5 years, so that the CAC could see the types of data CCPS analyzes in the following areas, and potentially use that data in generating its reports:

   a) Enrollment.
   b) Absences, in particular chronic absenteeism.
   c) MCAT data, English and math. MCAT is a MD state assessment. CCPS also has data for a local assessment in addition to the MCAT data.
   d) AP data, by test. How many students enrolled in an AP class, how many were tested, and how many scored 3 or higher.
   e) Gifted student data.

f) Discipline data, for incidents and actions.

Enrollment data.

CCPS enrollment data is broken down as follows: Total number of students, students on IEPs, 504 students (students with disabilities), Farms (disadvantaged) students, ELL (English language learners), Title I students (another category of disadvantaged students).

CCPS data is also broken down by race, by gender and race, and by grade level.

Dr. Johnson pointed out, among other things, the significant dip in the number of students during virtual instruction.

Chronic absenteeism.

School attendance is a factor contributing to overall success. Chronic absenteeism is missing 18 days or more during school year – "legal" and "illegal" absences combined.

Dr. Johnson pointed out, as an example, a 4.4 percent chronic absenteeism rate in 2020 across CCPS, for first grade. The data is then broken down by gender, race, and service group.

Dr. Johnson noted that in the higher grades, chronic absenteeism increases.

It is important to talk about chronic absenteeism for learning loss and cultural responsiveness (two topics of study for the CAC) – to determine who isn't attending and why.

MAP/MCAP

CCPS students take the MAP assessment in ELA and math. The assessment helps determine where kids are in relation to state assessments and whether they are making any growth. 50% is average.

Some takeaways: Tests were not administered in the spring of the 2019/2020 school year because of covid. Results in the fall 20-21 were significantly higher than previous results – either just a good thing or students at home and had more support. Results were also suggestive of learning loss over the course of the past year.

CAC members asked a number of questions about the data presented.

Q: Does CCPS also analyze disaggregated data? A: Yes.

Q: Is the MAP test put together by the state or county? Neither – the MAP test is a local assessment, an NWEA product. It is meant to test what is learned up until the test is administered.

Q: Has CCPS brainstormed other factors for learning loss (besides virtual learning)? A: Yes. Discipline issues in school. Absenteeism. Engagement during online learning. Did students come in for support during virtual school, come into the school for hybrid learning, attend Saturday school, etc.

Q: Can it be ascertained from the data if a particular student is not doing well, whether that student accessed Saturday school? A: Yes. Individual schools look much more closely at their own student populations and put names to data.

Q: Did the county have a baseline score that triggered an offer to attend Saturday school or receive other support? Or were there multiple factors? A: The MAP assessment was first factor. Teacher recommendations were also a factor. If the student was in the 1st/lowest quintile in MAP, maybe 2nd quintile, this was also a factor, and grades and course failure were also considered. CCPS also looked at whether,

when the student was present, did the student learn? Or is the issue that even when the student is present, s/he was still struggling.

Q: is there demographic data for special groups? i.e., for FARMS is there a demographic breakdown for that? A: Yes, for African American students, students with disabilities, and FARMS students.

Dr. Johnson noted that proficiency on the MAP test is a 4 or 5. Data is broken down by scores of 3, 4, or 5. Data is then further broken down, as noted, into African American students, those with disabilities, and FARMS students. While the learning gap appears to have closed somewhat, with more students in all groups demonstrating proficiency, the data still demonstrate a gap in learning.

Q: Is data for ELL students not reported? A: Not at that time because there are so few students.

CCPS switched from using the PARC test to the MCAT test in approximately 2017-2018. There is a new test being field tested this fall, and students will take the new test this spring.

Q: Now there are 3 different metrics, so it is hard to generalize anything. A: Test same standards, even if tests change. An issue could be because the format changes, how questions are asked differs – and that throws students off sometimes.

AP Data.

Asterisks mean that if a student group has less than 10 students, the data is not reported.

AP starts in 9th grade, students can take AP US history. In 10th grade, students can take AP world history and human geography. The bulk of AP classes are taken in students' junior and senior years.

CAC members made statements and asked a number of questions about the AP data.

Comment: Nationwide data, so we can see where we stand across the country, would be helpful. Data from other counties in state would be helpful too, so we can see how the county is performing in relation to other similarly situated places.

Q: How do we rate in enrollment and offering for AP physics? A: AP physics data is in the data packet. AP physics is a program that has been offered in the CCPS system for years. It can be offered as independent study if physics teachers are willing to do this. At smaller high schools, students may need to make choices as to what courses to take, because course times conflict.

Gifted enrollment (GATE).

Charts present the number of total gifted students broken down by race. The age range for the data is grades 4-11. CCPS identifies students for 3rd grade (some enrichment offered). Gifted services are provided in 4th and 5th grade.

Discipline.

Data is collected on incidents and actions. The graph presented shows different types of incidents that have occurred in county, by year from 2017 – 2021. Discipline issues didn't disappear but dropped precipitously in the virtual year.

If there is more than one type of incident for a given disciplinary action, the highest penalty reported. For example, if a given infraction results in in-school suspension (ISS) and parent contact, only the ISS is reported.

In looking at issues of equity and cultural responsiveness, we look at why there are demographic differences.

CAC members asked questions about the disability data.

Q: Did the CAC make recommendations on discipline issues last year?
A: Dr. Johnson to find out and get back to CAC.

CCPS looks at significant disproportionality for students with disabilities. CCPS is under monitoring for ISS and out of school suspensions for students with disabilities, and for African American students identified as students with disabilities.

For the general education population, CCPS looks at disproportionality for exclusions as compared to other districts across state. CCPS is not identified by the state at that level but CCPS has schools they are watching to see if programs could be put in place to address those disparities.

Q: Can parents look at data in determining whether to move to Calvert County? A: No.

Dr. Johnson summed up her presentation as follows: Lots of data was presented that can perhaps inform group work/activities. If CAC needs something different, CCPS will see if we have it and give it to CAC. Having this data can help CAC look at what we're looking at.

Thank you from CAC.

3. <u>Selection of Groups & Leaders</u>

Tia reminded the CAC that we are to conduct 3 studies, on equity, learning loss, and gifted and talented learners. Virtual and in-person CAC members will divide into 3 different groups.

Karen Maxey (CCPS) will get us 3 separate rooms and 3 separate computers so we can dive into business. There will be a leader and a

note taker for each group. Leaders can meet with executive team (Tia, Andrea, Betsy and Jen).

We have to work through public meetings. We can't meet outside CAC meetings.

How to divide into groups: Karen will send an email to the whole group, and CAC members can email Karen back with a preferred group, as well as whether members are interested in being a group leader/note-taker. Each group is tasked to come up with a report. Dr. Johnson gave us data, and CAC members can look at what data says about what we are looking at. We can also look at best practices for other jurisdictions. Groups should think about recommendations for the Board of Education, strong actionable recommendations that can be implemented.

4. <u>Bus Driver Update</u>

Mr. Navarro. Director of Administration.

CCPS currently has 135 bus routes, but usually has 150 or 152. So we are about 15 routes short. Double runs are being done, and CCPS transportation staff are serving as bus assistants, drivers. Staff met with drivers on Oct. 15 to hear their concerns. That's where we are at this time – we collected information from the drivers and are considering it.

Q: Actionable steps coming out of what was heard? Recommendations made? A: That is TBD by Dr. Curry and the Board.

Q: Public doesn't understand school system contracts. Contractors do have obligation to school system and school board that they have someone in place even when they are sick. A: Recall covid, March 16 through June. Transportation team met with the support/permission of Dr. Curry and the Board and determined that all bus drivers would be paid in full even though services were not provided, so that when kids return to school, bus drivers would be with us so they could serve our

kids and bring them to school safely. Payments were also made from September – June last year, including during hybrid education when school met only 4 days a week. CCPS spent millions of dollars to make sure bus drivers would return and drive kids to school.

Come September 2021, there were many reasons why CCPS was short of bus drivers. But CCPS wants the CAC to know that there was support offered to bus drivers.

Q: Heard of another strike in Calvert County on Nov. 2. A: CCPS also heard those rumors.

Comment: The Board has signed agreements with individual contractors that they will provide service. So the strike is not correct procedure.

5. <u>COVID Update</u>

The trend in covid exposures is declining slightly, including quarantines. Vaccines are coming soon for ages 5-11.

Q: Are schools going to be vaccination sites? A: TBD. Did vaccinate staff at schools.

Meeting adjourned at approximately 7:30 p.m.

Next meeting is November 22, 2021 at 6:00 p.m.